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**DISTANCE LEARNING OF CADETS OF THE UNIVERSITY  
OF THE MINISTRY OF INTERNAL AFFAIRS AS A PREREQUISITE  
FOR THE DEVELOPMENT OF LANGUAGE COMPETENCE  
IN ONLINE COMMUNICATION**

*The article is an attempt to analyze and comprehend the features of distance learning of cadets and the features of the development of foreign language competence under changing conditions of educational activity. Special attention is paid in the article to the information culture of the university teacher.*

The policy in the education system and the introduction of information technologies is aimed at the formation of new professional and personal qualities of students, in particular cadets of the University of the Ministry of Internal Affairs, who meet the dynamically changing picture of the information world. The modern system of Russian higher education, forming the information educational environment of the university, demonstrates that the content of pedagogical activity in the new educational system differs significantly from the traditional one [1, p. 11].

The basics of pedagogical communication are a topic familiar to university teachers from the institute times. But currently this topic is still relevant. The main concepts considered by scientists, teachers and psychologists are the styles of pedagogical communication, the typology of teachers according to the style of communication, as well as the resolution of pedagogical conflict. The most relevant, according to many researchers, today are issues related to the information culture of teachers, with the behavior of a teacher in social networks and with pedagogical communication in the conditions of distance learning [2, p. 135].

The most popular model or direction in pedagogy today is the so-called model of the four «C»: creativity, critical thinking, cooperation (ability to work in a team), communication (ability to communicate). Undoubtedly, all these qualities are very important and scientists consider these qualities as basic so that students in the future can become successful in their professional activities, adapted in society, socialized, and, among other things, just successful people in life. But, nevertheless, choosing from all these four qualities, it can be argued that the most important thing for a teacher is communication — the ability to communicate [3, p.50].

Recently, all participants in the educational process have felt more than ever directly that no technical means, no new information technologies can replace live human communication. Actually, this is connected with some difficulties that have overtaken all teachers in their pedagogical activities in the conditions of distance learning [3, p. 55].

Communication skills are necessary for any person throughout life. Naturally, all these skills can be developed, and of course those minimally developed skills that are originally inherent in a person are not always enough to solve any everyday conflicts, problems and tasks that we face on a daily basis. Therefore, the ability to communicate with people is necessary for everyone and in any profession. But for a university teacher, the ability to communicate is one of the most important professionally significant qualities. The well-known scientist-psychologist V. A. Kan-Kalik in his book «To the Teacher about pedagogical communication» surprisingly vividly and clearly outlined the basis of communication that is necessary for every teacher, and especially for a novice teacher. The scientist in his book talks about pedagogical communication as a creative process and emphasizes that the teacher communicates with children from a creative position. The author in a popular form, based on personal pedagogical experience and the experience of other teachers, examines typical difficulties that arise in communication, reveals the secrets of pedagogical interaction, issues of education and training related to the contacts of the teacher and students. In this kind of textbook on the art of communication, a system of mastering communication techniques in teaching and upbringing is outlined [4, p. 37].

S. V. Kondratieva in her textbook «Psychological and pedagogical aspects of communication» considers pedagogical communication mainly as the interaction of a teacher with students, while the role of a teacher in this process is reduced to the management and control of students' activities [5, p. 29].

V. V. Ryzhov considers pedagogical communication as a system of professional actions. He believes that pedagogical communication is still a natural human communication carried out between people, personalities, which are all participants. Thus, summarizing all of the above, we can conclude that pedagogical communication is a system of interaction between a teacher and a student, the content of which is the exchange of information, optimization of learning and upbringing processes, the provision of educational influence, knowledge of the student's personality, the creation of conditions for the self-development of the student and the teacher. It should be noted that the teacher organizes these processes and manages them [6, p. 24].

According to research in the field of pedagogical communication, three main functions of pedagogical communication can be distinguished: informational, educational and social. The teacher, one way or another, transmits to students the necessary information to master a particular academic discipline. The information

function is implemented through certain means: books, textbooks, manuals, electronic media, graphs, drawings, tables, diagrams, etc.

In the process of pedagogical communication, the teacher is not just a teacher, but also an educator through communication with students. Students acquire norms of communication, behavior and interaction by looking at their teacher, who should be a role model for them, a moral guideline [4, p. 36].

The social function of pedagogical communication implements the student's entry into society, his socialization and adaptation to various social roles and forms the student's ability to interpersonal contacts. In order for the adaptation and socialization of a person to be successful, the teacher should pay attention, first of all, to such personal qualities as determination, sociability, respect for others, tolerance, kindness, attentiveness, i.e. to positive personality qualities that facilitate the process of adaptation and socialization. In the process of pedagogical communication, students form social attitudes and, accordingly, value orientations.

Pedagogical communication, according to scientists, is very closely related to the development of emotional intelligence among teachers. That is, a teacher with the highest level of emotional intelligence development will have certain basic characteristics of pedagogical interaction: relationship, mutual assistance, mutual acceptance, mutual understanding, support, trust, empathy. Of all the professionally significant qualities of a teacher's personality, the very need for communication is very important.

All the work of a teacher, a teacher is aimed at constant communication, and not only at the transfer of knowledge information. Empathy is the ability to understand another person (student, cadet, colleague), and the ability to put yourself in his place, the ability to look a little inside the causes of people's actions. This is the basic quality of a teacher, the style of his pedagogical activity.

The style of pedagogical activity includes both the management style, the style of self-regulation, the style of communication, and the cognitive style of its subject — the teacher. The style of pedagogical activity depends on the individual psychological characteristics of the teacher, including individual typological, personal, behavioral characteristics; on the characteristics of the activity itself; the characteristics of students (age, gender, status, level of knowledge). The individual style of pedagogical activity is expressed in temperament, the nature of reactions to certain pedagogical situations, the choice of teaching methods, the selection of means of education, the style of pedagogical communication, reacting to the actions and deeds of students or cadets, the manner of behavior, preference for certain types of rewards and punishments; the use of means of psychological and pedagogical influence on students [7, p. 21].

The modern understanding of information culture lies in the ability and need of a person to work with information through new information technologies. The arsenal

of means of communication in the modern world is very wide. Communication on the Internet becomes quite comfortable for both the teacher and the student. Digital pedagogy has undoubtedly brought a lot of new and interesting things to the educational process, but even earlier many teachers widely used these learning opportunities. Of course, their entry into the distance learning mode was less problematic and quite easy [2, p. 133].

You should not focus on the minuses of distance learning, but as psychologists' advice, talk about the pros. Working in distance learning mode allows you to interview everyone at once, provides an opportunity to find any information and attract students to this. Speaking about pedagogical communication in the conditions of distance learning, the researchers recommend including an emotional component in the process of conducting an online lesson. Online learning should not turn into just a translation of some knowledge. In these conditions, pedagogical communication remains the most important factor that affects the work of a teacher. In the modern world, this concept has acquired a new meaning. It is important for a teacher in class and out of class not only to be able to organize the educational process, convey information to students or cadets, teach them how to use it, but also try to get to know their students or cadets, if necessary, become a person for them who will understand, listen and prompt them. After all, discipline in the classroom, motivation, success in mastering educational material and the emotional state of the teacher himself depend on the ability to communicate correctly. In the age of social networks and messengers, it is also important for a teacher to have an information culture, and the need for distance learning requires a teacher to possess completely new competencies.

The use of distance learning systems for students and cadets at the university implies a change in the role of the teacher in this university, more precisely, the role of the teacher becomes even more significant, and its functions are broader. This is possible under the condition of a certain clear organization of all distance learning processes in an educational organization, as well as an understanding of the teachers themselves of this role and the functions that they are forced to assume, thereby changing their place in the learning process as a whole [2, p. 139].

The relevance of this topic lies in the fact that modern educational activities in the spring of 2020 faced the need to build and effectively use a system of distance learning technologies and electronic technologies that will help to establish the educational process in the conditions of remote learning of students.

As it is known, «distance educational technologies are understood as educational technologies implemented mainly with the use of information and telecommunication technologies with indirect (at a distance) or not completely mediated interaction between the student and the teaching staff».

The basis of the educational process in distance education is the purposeful and controlled intensive independent work of the student, who can study in a convenient place for himself, according to an individual schedule, having with him a set of special training tools and an agreed opportunity to contact the teacher.

The use of DET in an educational institution is to provide opportunities for the development of educational programs and additional professional educational programs to all categories of students, directly at the place of residence of the student or his temporary stay (location). Teaching with the use of DOT implies interactive interaction between students and teachers in the learning process.

Distance learning provides the maximum possible interactive communication between the student and the teacher, feedback, and, thus, individualization of learning. One of the features of distance education is the ability to finalize completed individual tasks. If the student has not completed the task well enough, the teacher can return it for revision, pointing out the errors that need to be corrected. This contributes to the development of critical, productive thinking in the student.

Studies have shown that for distance learning, as well as for traditional learning, five general didactic teaching methods developed by I. Ya. Lerner are applicable, namely: information-receptive, reproductive, problem presentation, heuristic and research. They cover the whole set of pedagogical acts of interaction between the teacher and students.

For distance learning, methods can be recommended: demonstration, illustration, explanation, story, conversation, exercise, problem solving, memorization of educational material, written work, repetition.

The following teaching tools are used remotely in the educational process: books (in paper and electronic form), online educational materials, computer training systems in conventional and multimedia versions, audio educational and informational materials, video educational and informational materials, laboratory remote workshops, simulators, databases and knowledge with remote access, electronic libraries with remote access, didactic materials based on expert training systems.

The educational and material subsystem is an important component of the educational system, inextricably linked with the content and methodology of the educational process. It is in a subordinate position in relation to the learning objectives.

Control of students' assimilation of educational material and assessment of their knowledge and skills is an integral part of distance learning. It causes both an increase in the requirements for the control system and gives it certain specificity. The control carries the verification, training, educational, organizing functions and can be input, current, periodic, final (output).

However, when working with distance learning technologies, there are problems when students face various kinds of difficulties, technical and psychological:

low-speed Internet, network failures, inability to carry out independent educational activities and others.

In this case, it is necessary to create a favorable psychological climate, which in turn depends on the professional competence of the teacher, taking into account the psychological characteristics of students, building the educational process on the principles of cooperation and mutual respect.

Thus, as the practice of teachers who use distance learning technologies in their activities shows, this form of work is very convenient and useful.

The advantages of distance learning technologies include: learning at an individual pace — the speed of learning is set by the student himself, depending on his personal circumstances and needs; freedom and flexibility — the student can choose any of the numerous courses of study, as well as independently plan the time, place and duration of classes; accessibility — independence from the geographical and temporary location of the student and the educational institution allows you not to limit yourself in educational needs; mobility — effective implementation of feedback between the teacher and the student is one of the main requirements and grounds for the success of the learning process; technology — the use of the latest achievements of information and telecommunication technologies in the educational process; social equality — equal opportunities for education regardless of place of residence, health status, elitism and material security of the student; creativity — comfortable conditions for creative self-expression of the student; objectivity — as a result of the use of interactive workshops, various forms of testing, knowledge assessment can take place automatically, without the participation of a teacher. This eliminates bias in the evaluation of activities.

There are many more advantages of distance learning, but it should not completely replace the usual classes at the university, although it can complement them very effectively.

But while everything is just beginning, there are many questions and problems on the way in the use of distance learning technologies that we all have to solve.

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**Дистанционное обучение курсантов вуза МВД как предпосылка развития языковой компетентности в онлайн-коммуникации**

Статья представляет собой попытку анализа и осмысления особенностей дистанционного обучения курсантов и особенностей развития иноязычной компетентности при изменении условий образовательной деятельности. Целью исследования являлось выяснение эффективности дистанционной формы обучения для формирования коммуникативной компетенции в процессе обучения иностранному языку — аспекта профессионального образования в образовательной организации МВД России. Компетентностный подход в образовании подразумевает формирование у обучающихся комплекса компетенций: ценностно-смысловых, общекультурных, учебно-познавательных, информационных, коммуникативных, социально-трудовых, личностного совершенствования и др. Особое внимание в статье уделяется информационной культуре преподавателя вуза.